



ENGLISH

The biggest success from PLC work for the English Faculty is the sharing of ways to embed and improve

short writing tasks.

**INCREASING THE CONFIDENCE
TO WRITE.**



The greatest take-up and success has been our **Yellow Writing Book**

- Years 7-9 twice each week.
- The students have taken it up with **enthusiasm**.
- These writing tasks improve handwriting skills in **legibility and speed**.
- Ability to **respond to stimuli and prompts**.
- The Faculty is in process of organising prompts for each year level to avoid double-ups.



Musical prompts have been incorporated from ideas shared **via the Music Faculty**.

- Increase student **engagement** by offering another possibility for ‘ways into’ or inspiring writing.
- Promotes **writing about five senses**.



Shorter writing tasks and writing to prompt ideas with **quick, targeted feedback** have been taken up in senior years as it suits the New Study Design in VCE also.

- **Skill building** to engage with different purposes, contexts and audiences in Year 11.
- Year 12 have increased paragraph writing on themes to **build a 'bank' of ideas** for longer essay writing.
- Allows **versatility and quick focus points**: Sometimes modelling particular writing skills, sometimes giving samples, sometimes immediate feedback or compiling class work as a resource or for self/peer assessment.



From the Art Faculty, and taken up in Senior years as a strategy for tackling visual text analysis, is the idea of walk-in, short, regular analytical tasks prompted by images.

Finally, the conversations via PLC, along with the sample pieces of work, have been used to ascertain that some students have a transferable skill base from other faculties, such as **Art, Humanities, Maths** etc.

- This prior knowledge and skill base can be applied in English, with some explanation, once known.
- This strategy increases student **engagement**, ability to find ‘a way in’ and **confidence**, plus reassurance that this is not an entirely new skill.



Looking forward:

We will be reflecting on the types of short, quick writing tasks we incorporate, when we do, and for what purpose.

How to retain the integrity, pleasure and 'freshness' of the Yellow Books in the junior years.

To balance and mesh these types of short tasks with core curriculum requirements and embed them more frequently into the senior years in a meaningful way, without increasing teacher workload.

